

A. READING/LITERATURE

Content Standard: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Rationale: Reading is a complex, interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living. Because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategies—ways of unlocking the meaning of words and larger blocks of text—to become successful readers.

Students should be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. They should read a wide variety of materials, including fiction, nonfiction, poetry, drama, and other written works that reveal the richness and diversity of our heritage, afford opportunities to acquire new information, refine perspectives, respond to the needs and demands of society and the workplace, and provide for personal fulfillment.

Performance Standards: By the end of grade four students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
<p>A.4.1. Use effective reading strategies to achieve their purposes in reading[2]</p> <ul style="list-style-type: none"> use a variety of strategies and word recognition skills, including rereading, finding context clues, applying knowledge of letter/sound relationships, and analyzing word structures infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text comprehend reading by 	<p>1. Know letters of the alphabet[1]</p> <p>2. Demonstrate phonemic awareness; use knowledge of the English language(e.g., phonemes [letters and sounds], morphemes [words and meanings], and syntax) in reading aloud[2]</p> <p>3. Acquire vocabulary related to self, family, school, and community, i.e.,</p>	<p>1.a. Play Alphabet Bingo(1)</p> <p>1.b. Read ABC picture books(1)</p> <p>1.c. Point to or order letters of alphabet, match pictures with words, and use games, songs, and rhymes for letter and word recognition(2)</p> <p>2.a. Decode letters and sounds on a tape to trace the development of phonemic awareness(1)</p> <p>2.b. Decode independently both sense and nonsense words. Draw pictures to go with sounds and rebuild words. Generate list of rhyming words. Add and delete letters to create new words (e.g., at, fat, fate, fast, and fist)(2)</p> <p>2.c. Compare and contrast phonemes across languages to explore letter/sound relationships (e.g., Spanish b/v and Spanish e/i)(2/3)</p> <p>3.a. Read independently (e.g., read names and labels around the classroom; read text in the child's environment, such as</p>	

<p>using strategies such as activating prior knowledge, establishing purpose, self-correcting, self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty</p> <ul style="list-style-type: none"> • read aloud with age-appropriate fluency, accuracy, and expression • discern how written texts and accompanying illustrations connect to convey meaning • identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding • identify a purpose for reading, such as gaining information, learning about a viewpoint, or appreciating literature 	<p>the student's immediate environment[2]</p> <p>4. Use a variety of strategies and word meaning skills, including dictionary skills, word structures (e.g., prefixes and suffixes) and context clues while reading aloud[2]</p> <p>5. Read aloud with increasing fluency, accuracy, and expression. Listen to, read, and discuss different literary genres[3]</p> <p>6. Comprehend reading by using prior knowledge, context clues, and graphics[2]</p> <p>7. Comprehend a story by using strategies such as establishing</p>	<p>school, stop, go, and address; and read simple sentences that go with student illustrations)(2)</p> <p>3.b. Label classroom objects and items (1)</p> <p>3.c. Create and read language experience charts and simple sentences that go with student illustrations(2)</p> <p>4.a. Use computer reading enhancement programs with interactive capabilities, including voice(2)</p> <p>4.b. Demonstrate regular and irregular verb forms through games and rebuild words(2)</p> <p>4.c. Make a student or class dictionary using one theme, cutting out magazine pictures to represent letters and sounds(1)</p> <p>5.a. Reread, individually and following teacher's model, familiar books and stories, commercially as well as personally created(2)</p> <p>5.b. Practice reading language experience charts with a friend(2)</p> <p>5.c. Read and summarize a story or text with a peer or another designated individual(3)</p> <p>5.d. Perform choral reading(1)</p> <p>5.e. Reread familiar books and stories, commercially as well as personally created, as member of a group(2)</p> <p>6.a. Predict story content based on pictures, other visual clues, or graphic organizers(2)</p> <p>6.b. Brainstorm similar experiences from students' lives when approaching new topics and concepts(3)</p> <p>7.a. Complete a KWLH chart utilizing single words, words in L₁, or pictures(2/3) K = what you know W = what you want to know</p>	
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	<p>purpose, audience, and rhetorical situation; read aloud using pictures, phrases, and simple sentences[2]</p> <p>8. Apply knowledge of genres and organizational features of texts (e.g., interpret text from the authors viewpoint)(3)</p>	<p>H = how will you find out L = what you learned</p> <p>7.b. Retell a story orally, point to pictures, and answer simple comprehension questions(2)</p> <p>7.c. Draw conclusions about a story or infer a story's moral(3)</p> <p>7.d. Tell the same story with a different ending, draw pictures, make murals, and create magazine collages(3)</p> <p>7.e. Act out or demonstrate a part of the story(2)</p> <p>8.a. Read for various purposes (e.g., information, entertainment, and how to)(2)</p> <p>8.b. Explore and analyze different age-appropriate genres of literature(3)</p>	
<p>A.4.2. Read, interpret, and critically analyze literature[3]</p> <ul style="list-style-type: none"> recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other 	<p>1. Compare personal experiences with those in stories and literature[3]</p> <p>2. Recognize and recall a given story's characters from a given fairy tale, fable, and narrative[1]</p> <p>3. Recognize and recall a given story's setting [2]</p> <p>4. Recognize and recall a story's[3] plot</p>	<p>1.a. Use graphic organizers, such as Venn diagrams and t-charts, to distinguish between people and events(3)</p> <p>1.b. Use a variety of cut-out magazine pictures to reconstruct personal experiences in reaction to a class topic(2)</p> <p>2.a. Define and describe the story's characters by drawing a picture. (1)</p> <p>2.b. Correctly choose a character's features or characteristics in a card sort activity(2)</p> <p>3.a. Illustrate the time and place of a story(2)</p> <p>3.b. Complete or create a story map and talk about it(2)</p> <p>4.a. Draw a diagram of the story's plot(3)</p> <p>4.b. Act out the story's plot(3)</p> <p>4.c. Correctly organize a group of cards representing elements of a story's plot(2)</p>	

<ul style="list-style-type: none"> and to real-life experiences extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience 	<p>5. Recall a story's sequence of events[2]</p> <p>6. Predict a story's outcomes [3]</p>	<p>5.a. Use picture cards from the text to complete a visual sequence(2)</p> <p>5.b. Re-read the story cards orally(1)</p> <p>6.a. Support predictions in a class discussion(3)</p> <p>6.b. Orally read to check predictions(2)</p> <p>6.c. Brainstorm multiple possible endings in a small group activity(3)</p>	
<p>A.4.3. Read and discuss literary and nonliterary texts in order to understand human experience[3]</p> <ul style="list-style-type: none"> demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>1. Listen to and critically analyze stories read including picture, informational, realistic fiction, and fantasy books that reflect the student's culture[3]</p> <p>2. Summarize main ideas and key points from informational multicultural books[3]</p> <p>3. Read a variety of materials at an appropriate language proficiency level (e.g., information, realistic fiction, fantasy, or other genre) including multicultural books and determine the authors purpose[3]</p>	<p>1.a. Identify what is known in a story, discuss the story's content, identify the main idea, and illustrate the story's key points(2)</p> <p>1.b. Use a Venn diagram to compare and contrast the differences between realistic fiction and fantasy(3)</p> <p>1.c. List the similarities and differences in realistic fiction, fantasy, or other genres(3)</p> <p>1.d. Read a student-made book based on informational text, realistic fiction, fantasy, or other genres(2)</p> <p>2.a. List key points on chart paper based on visual cues and chapter headings(2)</p> <p>2.b. Illustrate key points and vocabulary words(2)</p> <p>2.c. Connect key vocabulary(3)</p> <p>3.a. Keep a reading log to summarize story content(2)</p> <p>3.b. Share a book with the class in the "Author's Chair" by pointing to favorite parts and retelling the story in the student's own words(2)</p> <p>3.c. Explain verbally or in a book report, how story present relates to personal experiences or present in a book report(3)</p>	

<p>A.4.4. Read to acquire information[2]</p> <ul style="list-style-type: none"> • summarize key details of informational texts, connecting new information to prior knowledge • identify a topic of interest and seek information about it by investigating available text resources 	<p>1. Identify the main idea from informational text[2]</p> <p>2. Recognize and utilize library reference material[2]</p>	<p>1.a. Create or complete a KWHL chart(2/3) K = what you know W = what you want to know H = how will you find out L = what you learned</p> <p>1.b. Illustrate the text's main point by drawing or creating an appropriate picture(2)</p> <p>1.c. Retell the text's main ideas to the class(2)</p> <p>1.d. Create a graphic organizer of the main ideas(2)</p> <p>1.e. Complete an outline of the main ideas(2)</p> <p>2.a. Locate an encyclopedia entry or some other resource containing factual information about a topic of interest (1)</p> <p>2.b. Use an atlas to locate the student's home country or place of origin (including American Indian tribes)(1)</p> <p>2.c. Use a map to locate the student's current home city(1)</p> <p>2.d. After teacher modeling, use Internet search engines to explore a topic of interest by entering appropriate keyword(2)</p>	
<p>Performance Standards: By the end of grade eight students will:</p>	<p>Sample Alternate Performance Indicators: (1-3 per standard)</p>	<p>Sample Performance Activities/Tasks: (1-2 per indicator)</p>	<p>Sources of Data</p>
<p>A.8.1. Use effective reading strategies to achieve their purposes in reading[2]</p> <ul style="list-style-type: none"> • use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text • use knowledge of the visual features of texts, such as 	<p>1. Demonstrate phonemic awareness; use knowledge of the English language (e.g., phonemes [letters and sounds], morphemes [words and meanings], and syntax) in reading aloud. Demonstrate ways to obtain meaning from words and text. Use met cognitive strategies to assist in comprehension. Distinguish between fact and opinion[2]</p>	<p>1.a. Order letters of the alphabet and match pictures with words. Reassemble cut-up sentences taken from text. Make a class dictionary(1)</p> <p>1.b. Decode letters and sounds in a tape to trace the development of phonemic awareness(1)</p> <p>1.c. Decode independently both sense and nonsense words. Draw pictures to go with sounds and rebuild words.(2)</p> <p>1.d. Compare and contrast phonemes across languages to</p>	

<p>headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension</p> <ul style="list-style-type: none"> • establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading • select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes 	<p>2. Acquire vocabulary related to self, family, school, and community, i.e., the student's immediate environment[2]</p> <p>3. Use a variety of strategies and word meaning skills, including dictionary skills, word structures (e.g., prefixes and suffixes) and context clues while reading aloud[2]</p> <p>4. Read aloud with increasing fluency, accuracy, and expression[2]</p> <p>5. Comprehend reading by using prior knowledge and graphics[2]</p>	<p>explore letter/sound relationships (e.g., Spanish b/v and Spanish e/i(2/3)</p> <p>1.e. Rebuild words(2)</p> <p>1.f. Match words with pictures and descriptions that provide context clues(2)</p> <p>2.a. Read independently (e.g., read names and labels around the classroom; read text in the child's environment, such as school, stop, go, and address; and read simple sentences that go with student illustrations). Examine headings and bold print and guess at the meaning. Orally retell a passage of text(2)</p> <p>2.b. Label classroom objects and materials(1)</p> <p>2.c. Create and read language experience charts and simple sentences that go with student illustrations. Use graphic organizers to facilitate comprehension of text and further small group or class discussion (2)</p> <p>3.a. Use computer reading enhancement programs with interactive capabilities, including voice(2)</p> <p>3.b. Demonstrate regular and irregular verb forms through games and rebuild words(2)</p> <p>3.c. Make a student or class dictionary using one theme, cutting out magazine pictures to represent letters and sounds(1)</p> <p>4.a. Reread individually and following the teacher's model, familiar books and stories, commercial as well as personally created(2)</p> <p>4.b. Practice reading language experience charts with a friend(2)</p> <p>4.c. Summarize a story or text with a peer or another designated individual(2)</p> <p>5.a. Predict story content, based on pictures and other visual clues. Generate a story map(2)</p>	
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	<p>6. Comprehend a story by using strategies such as, establishing purpose, audience, and rhetorical situation; read aloud through the use of pictures, phrases, simple sentences[2]</p> <p>7. Apply knowledge of genres and organizational features of texts and interpret text from the authors view point[3]</p> <p>8. Use knowledge of textual structure (e.g., chronology and cause and effect) as comprehension aids [2]</p> <p>9. Establish purposeful reading to gain an understanding of diverse viewpoints and enjoy the reading experience [3]</p> <p>10. Select, summarize, and paraphrase passages of texts[3]</p>	<p>5.b. Brainstorm similar experiences from student's lives(2)</p> <p>6.a. Complete a KWHL chart(2/3) K = what you know W = what you want to know H = how will you find out L = what you learned</p> <p>6.b. Retell a story orally, point to pictures, and answer simple comprehension questions(2)</p> <p>6.c. Draw conclusions about a story or infer a story's moral(3)</p> <p>6.d. Tell the same story with a different ending, draw pictures, make murals, and create magazine collages(3)</p> <p>7.a. Explore and analyze different age-appropriate genres of literature(3)</p> <p>7.b. Read for various purposes (e.g., information, entertainment, and how to) (See 4.1 for more ideas)(2)</p> <p>7.c. Use headings to predict text (2)</p> <p>8.a. Use a graphic organizer to show the cause and effect of a story(2/3)</p> <p>8.b. Create a timeline with drawings to show cause and effect(2/3)</p> <p>8.c. Sequence a story's events (2)</p> <p>9.a. Read and discuss a story representing a different culture(3)</p> <p>10.a. Select and paraphrase or summarize a written passage using graphic organizers or pictures as prompts(3)</p> <p>10.b. Select and summarize or paraphrase a written passage by</p>	
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		drawing an accurate representation(3)	
<p>A.8.2. Read, interpret, and critically analyze literature[3]</p> <ul style="list-style-type: none"> identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay 	<p>1. Recognize and recall the characters from age-appropriate genres (e.g., essays, epics, myths, fables, plays, poems, short stories, and novels)[1]</p> <p>2. Recognize and recall a story's conflict and point of view [3]</p> <p>3. Demonstrate the use of vocabulary from a variety of stories (e.g., concrete and abstract nouns or verbs)[2]</p> <p>4. Listen to and critically analyze variety of stories at an appropriate language proficiency level (e.g., fables, plays, poems, and short stories) to practice identifying story elements[3]</p>	<p>1.a. List the important features of the genre and match to literary works.(2)</p> <p>1.b. Retell story from a different character's point of view.(2)</p> <p>1.c. Present information verbally about characters; act out their part in the literature sample. (2)</p> <p>2.a. Illustrate and discuss in a group the conflict and point of view of the literary work. Identify conflict as external or internal by sharing examples of conflict in the world from newspapers or online or from family stories.(3)</p> <p>3.a. Create sentence strips from a story for each student. Have each student find the student's "place" in the story, and then identify the parts of speech within the respective sentences(2)</p> <p>4.a. Listen to or read a story told in the first and third person and list comparisons(2/3)</p> <p>4.b. Participate in rewriting a story from a different point of view(3)</p> <p>4.c. Contribute personal responses to the story after asking questions(3)</p> <p>4.d. Respond with an opinion about the story(3)</p> <p>4.e. List the characteristics of various literary genres(2)</p>	
<p>A.8.3. Read and discuss literary and nonliterary texts in order to understand human experience[3]</p> <ul style="list-style-type: none"> provide interpretive responses, orally and in writing, to literary and nonliterary texts 	<p>1. Listen and critically analyze to literary and nonliterary texts representing American cultural heritage and other world cultures [3]</p>	<p>1.a. Point to pictures to demonstrate understanding of a story's content(2)</p> <p>1.b. Interpret an author's intent based on story content(3)</p> <p>1.c. Discuss themes and main ideas that relate to history, social, or cultural issues(3)</p>	

<p>representing the diversity of American cultural heritage and cultures of the world</p> <ul style="list-style-type: none"> • identify common historical, social, and cultural themes and issues in literary works and selected passages • draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts • evaluate the themes and main ideas of a work considering its audience and purpose 	<p>2. Use literary and nonliterary texts representing American cultural heritage and other world cultures to locate the theme, main idea, or issues[2]</p> <p>3. Summarize key points and main ideas of literary and nonliterary texts appropriate for the student's language proficiency representing American cultural heritage and other world cultures[3]</p> <p>4. Determine the themes, main ideas, audience, and purpose of the text[3]</p>	<p>1.d. Reflect the relationship between a story and personal experiences(3)</p> <p>2.a. Orally present the theme, issue, or main idea from literary or nonliterary texts by using student-made pictures, murals, posters, models, or the student's cultural possessions (2)</p> <p>2.b. Draw pictures and/or write interpretations of the author's intent, main ideas and historical, social, and/or cultural issues(3)</p> <p>3.a. Draw pictures and/or write personal experiences related to the text's topic (3)</p> <p>3.b. List the text's themes in journals and reading logs(3)</p> <p>4.a. Describe a story's themes, main ideas, and highlights in the student's own words(3)</p>	
<p>A.8.4. Read to acquire information[2]</p> <ul style="list-style-type: none"> • interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals • compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources • identify and explain information, main ideas, and organization found in a variety of informational passages • distinguish between the facts found in documents, narratives, charts, maps, tables, and other sources and the generalizations and 	<p>1. Recognize and identify text that provides technical information (e.g., charts, tables, travel schedules, [2]</p> <p>2. Identify the main idea and details to show understanding of the purpose of different types of text[2]</p> <p>3. Recognize and identify the different ways to provide factual information and how the presentation method helps or hinders[3]</p>	<p>1.a. Discuss and identify the purposes of various charts, tables, travel schedules and manuals (e.g., class schedules, bus schedules, train and plane schedules, food pyramid charts, television guides, weather charts, all maps [travel and weather], manuals, and parts of a book such as the glossary, table of contents, and index)(3)</p> <p>2.a. In small groups, create a T-list with main ideas on one side of the "T" and details on the other. Use other graphic organizers (e.g., Venn diagrams, cluster maps, time ladder maps, or cause and effect diagrams) to expand upon baseline information(3)</p> <p>3.a. Compare and contrast the types of information found on a map, in a chart, or within a narrative by using a Venn diagram(3)</p>	

interpretations that are drawn from them			
Performance Standards: By the end of grade twelve students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
<p>A.12.1. Use effective reading strategies to achieve their purposes in reading.</p> <ul style="list-style-type: none"> • apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words • gather information to help achieve understanding when the meaning of a text is unclear • apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts • identify propaganda techniques and faulty reasoning in texts • explain and evaluate the influence of format on the readability and meaning of a text • distinguish between fact and opinion in nonfiction texts • consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and 	<p>1. Identify features or illustrations in a book that help convey the content</p> <p>2. Acquire vocabulary related to self, family, school, and community (i.e., student's immediate environment)</p> <p>3. Use a variety of strategies and word meaning skills, including dictionary skills, word structures (e.g., prefixes and suffixes) and context clues while reading aloud</p> <p>4. Read aloud with increasing fluency, accuracy, and expression</p> <p>5. Comprehend reading by using prior knowledge, context clues, and graphics</p> <p>6. Comprehend a story by using strategies such as establishing</p>	<p>1.a. Identify pictures illustrating a given portion of text</p> <p>2.a. Read independently (e.g., read name and labels around the classroom; read text in the child's environment, such as school, stop, go, and address; and simple sentences that go with student illustrations)</p> <p>2.b. Create and read language experience charts and simple sentences that go with student illustrations</p> <p>3.a. Demonstrate regular and irregular verb forms through games and rebuild words</p> <p>3.b. Make a student or class dictionary using one theme, cutting out magazine pictures to represent letters and sounds</p> <p>4.a. Reread familiar books and stories aloud, individually and following the teacher's model</p> <p>4.b. Practice reading language experience charts aloud with a friend</p> <p>4.c. Summarize a story or text with a peer or another designated individual</p> <p>5.a. Predict story content, based on pictures and other visual clues</p> <p>5.b. Brainstorm similar experiences from students' lives to overcome and impass in understanding a story</p> <p>6.a. Complete a K-W-L chart K = what you know</p>	

<p>figurative meanings of term</p>	<p>purpose, audience, and rhetorical situation; read aloud through the use of pictures, phrases, and simple sentences</p> <p>7. Apply knowledge of genres and organizational features of texts (e.g., headings, paragraphs, and format)</p> <p>8. Apply knowledge of expository structures (e.g., argumentation) to comprehend texts</p> <p>9. Apply knowledge of persuasion</p> <p>10. Distinguish between fact and opinion in nonfiction texts</p>	<p>W = what you want to know H = how will you find out L = what you learned</p> <p>6.b. Retell a story orally, point to pictures, and answer simple comprehension questions</p> <p>6.c. Draw conclusions about a story or infer a story's moral</p> <p>6.d. Tell the same story with a different ending, draw pictures, make murals, and create magazine collages</p> <p>7.a. Explore different age-appropriate genres of literature</p> <p>7.b. Read for various purposes (e.g., information, entertainment, and how to)</p> <p>8.a. Create argumentation with logic and reasoning. Utilize pictures or graphic organizers</p> <p>8.b. Complete a logical sequence of arguments by arranging parts of the argument on cards sequenced in order</p> <p>9.a. Give examples of the student's real-world experience which have the same argumentation</p> <p>9.b. Collect and identify the genre of persuasive writing from various sources (e.g., advertisements and campaigns)</p> <p>9.c. Participate in mock bartering exercises with peers</p> <p>10.a. Explore a variety of nonfiction texts and share ideas in small groups</p> <p>10.b. Distinguish between fact and opinion on a particular topic</p>	
<p>A.12.2. Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> explain the structure of selected classical and contemporary works of literature, in whole and in 	<p>1. Recognize and identify key characteristics of different literary genres</p>	<p>1.a. Explore a wide variety of genres available in the classroom and library</p> <p>1.b. Maintain a reading response log of literary works, the authors, and the countries of study</p>	

<p>part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style</p> <ul style="list-style-type: none"> draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events develop, explain, and defend interpretations of complex literary works explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme develop and apply criteria to evaluate the literary merit of unfamiliar works 	<p>2. Explain how literary elements combine to produce an effect in a literary work (modified versions of literary works strongly recommended)</p> <p>3. Recognize a tonal variation using samples from various reading materials</p> <p>4. Recognize universal themes throughout literature; identify issues represented in worldwide, multicultural literature.</p> <p>5. Recognize the influence of historical, social, and cultural changes on authors</p>	<p>1.c. Use Venn diagrams to compare and contrast different genres. Work in groups and describe characteristics of different genres</p> <p>2.a. Demonstrate changes in story elements through role play</p> <p>2.b. Retell or rewrite a story, making changes in setting, plot, character, conflict, point of view, and voice, and discuss the effect of these changes</p> <p>3.a. Listen to models and, through discussion, identify the tone</p> <p>3.b. Find and present a tonal variation in other types of reading material</p> <p>4.a. Share a story with a specific universal theme based on the student's culture</p> <p>4.b. Elaborate on a story's relationship to the student's personal experiences and discuss likes and dislikes as they relate to the story</p> <p>5.a. Discuss a piece of literature with a historical, social, or cultural issue</p> <p>5.b. Complete a story map illustrating the various influences</p>	
A.12.3. Read and discuss literary and nonliterary texts in order to understand human experience	1. Examine and evaluate self	<p>1.a. Write a sketch of the student's own character</p> <p>1.b. Illustrate personal characteristics and share information orally or via pictures</p>	

<ul style="list-style-type: none"> • examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts • develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts • identify the devices an author uses to influence readers and critique the effectiveness of their use • identify philosophical assumptions and basic beliefs underlying selected texts 	<p>2. Examine and compare self to a literary or nonliterary figure (e.g., a community, national, or world figure)</p> <p>3. Express a viewpoint on community, national, or international issues</p> <p>4. Identify an author's intent or purpose and how it influences readers</p>	<p>2.a. Use a Venn diagram to compare and contrast the student to a literary character, nonliterary character, or real person</p> <p>2.b. Dictate or write a comparison/contrast paper</p> <p>3.a. Contribute to a class discussion about community, national, or international issues including personal anecdotes</p> <p>3.b. Find an article in the newspaper related to a community, national, or international event and share it with the class</p> <p>4.a. Bring in an editorial from a newspaper</p> <p>4.b. Identify the author's intent and the part of the text that demonstrates intent</p> <p>4.c. Participate in writing a class letter expressing a point of view</p> <p>4.d. Write an individual letter expressing a point of view or modify a model written by the teacher</p>	
<p>A.12.4. Read to acquire information</p> <ul style="list-style-type: none"> • apply tests of logic and reasoning to informational and persuasive texts • analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents • draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest • evaluate the reliability and authenticity of information conveyed in a text, using 	<p>1. Increase the student's knowledge of the various informational resources available</p> <p>2. Organize information obtained from various resources</p>	<p>1.a. Use the Internet to find answers to a list of questions about a topic of the student's interest</p> <p>1.b. Use a CD-ROM encyclopedia to find answers to a list of questions about a topic of the student's interest</p> <p>1.c. Interview experts to gain information</p> <p>1.d. Use the reader's guide to find an appropriate source to answer questions of the student's interest</p> <p>2.a. Present information to the class through an oral report, graphs, charts, tables, and maps</p> <p>2.b. Complete an outline of the information gathered from various sources</p>	

criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language			
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